

**Reading 3-D** is a research-based assessment used to indicate the instructional reading level for each student. **Reading 3-D** is made up of **DIBELS** (Dynamic Indicators of Basic Early Literacy Skills) assessments and **ELD** (Early Literacy Diagnostics). **ELD** includes **Text Reading & Comprehension** and **Word Recognition**.



# Reading 3D

Quick Reference Guide

**Benchmark Assessments** are given three times per year:

**BOY** – Beginning of Year

**MOY** – Middle of Year

**EOY** – End of Year

**Progress Monitoring:**

**RED** – A minimum of every 10 days.

**YELLOW** – A minimum of every 20 days.

**GREEN/BLUE** – A minimum of once per grading period.

Record your 

Username

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Password



**FSF** – (First Sound Fluency) FSF is a brief, direct measure of a student's fluency in identifying the initial sounds in words.

**LNf** – (Letter Naming Fluency) assesses a student's ability to recognize individual letters and say their letter names.

**PSF** – (Phoneme Segmentation Fluency) assesses the student's fluency in segmenting a spoken word into its component parts or sound segments.

**NWF** – (Nonsense Word Fluency) assesses letter sound correspondence and the ability to blend letters into a word in which letters represent their most common sounds. (Example: How would you read this nonsense word "wup")?

**DORF** – (Dibels Oral Reading Fluency) is a measure of advanced phonics and word attack skills, accurate and fluent reading of connected text, and reading comprehension.

**DORF Retell** – (Retell Fluency) a comprehension check on the Oral Reading Fluency Passage that assesses a student's understanding of the text.

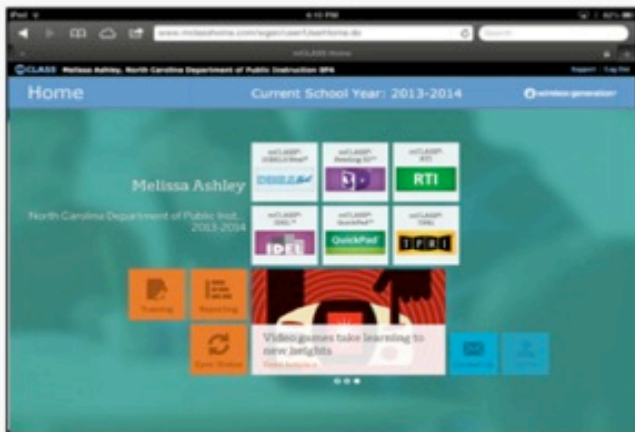
**DAZE** (DIBELS Maze) assesses the student's ability to construct meaning from text using word recognition skills, background information and prior knowledge, familiarity of linguistic properties, and reasoning skills.



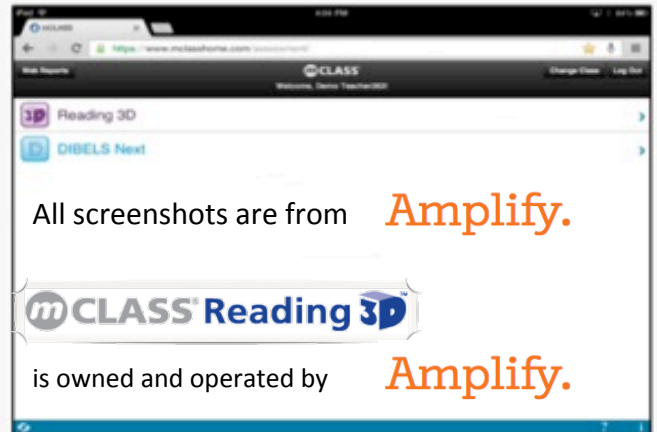
**TRC** – (Text Reading and Comprehension) Similar to Running Record, students are assessed using leveled books to determine their instructional level. Depending on the level, comprehension is measured by the ability to retell, answer questions orally, and through a written response.

**WR** – Word Recognition is an assessment of a student's ability to read high frequency words with accuracy and fluency.

# Log In Information



For student and administrative records go to:  
[www.mclasshome.com](http://www.mclasshome.com)



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To assess students in Reading3D go to:  
[www.mclasshome.com/assessment](http://www.mclasshome.com/assessment)

## Benchmark Assessment Calendar



	FSF	*LNF	PSF	NWF	DORF	Daze	WR	TRC
K(BOY)								
K(MOY)								
K(Eoy)								
1(BOY)								
1(MOY)								
1(Eoy)								
2(BOY)								
2(MOY)								
2(Eoy)								
3(BOY)								
3(MOY)								
3(Eoy)								

Do WR until all 3 lists are read at a proficient level.

\*LNF is a Benchmark assessment only. It is not progress monitored.

## Benchmark Goals

Status	Odds of Achieving Subsequent Benchmark Goals	Next Steps
At or Above Benchmark	80% - 90%	Student is likely to make adequate progress with effective core instruction.
Below Benchmark	40% - 60%	Student is likely to need strategic support to make adequate progress.
Well Below Benchmark	10% - 20%	Student is likely to need intensive support to make adequate progress.

## Basic Early Literacy Skills

Phonemic Awareness   Phonics   Accuracy and Fluency   Vocabulary   Comprehension

FSF	NWF	DORF	DORF	TRC
PSF	DORF	TRC	TRC	DORF
	WR	WR	DAZE	DAZE

DIBELS Next

ELD: Early Literacy Diagnostics

mClass: Reading 3D

## TRC Cutpoints

Grade	Time of Year	Far Below Proficient	Below Proficient	Proficient	Above Proficient
K	BOY	< PC	PC	RB to B	C or above
	MOY	PC or below	RB to B	C	D or above
	Eoy	B or below	C	D	E or above
1 <sup>st</sup>	BOY	B or below	C	D	E or above
	MOY	E or below	F	G to H	I or above
	Eoy	G or below	H to I	J to K	L or above
2 <sup>nd</sup>	BOY	G or below	H to I	J to K	L or above
	MOY	I or below	J to K	L	M or above
	Eoy	K or below	L	M to N	O or above
3 <sup>rd</sup>	BOY	K or below	L	M to N	O or above
	MOY	L or below	M to N	O	P or above
	Eoy	M or below	N to O	P to Q	R or above
4 <sup>th</sup>	BOY	M or below	N to O	P to Q	R or above
	MOY	O or below	P to Q	R to S	T or above
	Eoy	Q or below	R	S to T	U or above
5 <sup>th</sup>	BOY	Q or below	R	S to T	U or above
	MOY	R or below	S	T to U	V or above
	Eoy	S or below	T	U	V or above

